



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Line Elementary

SAU: RSU 57/MSAD 57

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2011-2012 NCLB Report Card



School: Line Elementary
SAU: RSU 57/MSAD 57
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	59	57	97	63	72	73	18	46	18	19	57	0	
	2010-2011	56	56	100	73	70	70	14	59	25	2	55	1	0
Female	2009-2010	30	30	100	63	75	76	20	43	23	13			
	2010-2011	27	27	100	70	78	74	26	44	30	<1			
Male	2009-2010	29	27	93	63	69	69	15	48	11	26			
	2010-2011	29	29	100	76	64	66	3	72	21	3			
Caucasian/White	2009-2010	59	57	97	63	72	74	18	46	18	19			
	2010-2011	51	51	100	75	70	71	16	59	24	2			
African American/Black	2009-2010	0	0				46							
	2010-2011	1	1	100			43							
Hispanic	2009-2010	0	0				58							
	2010-2011	0	0				60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	1	1	100			67							
Economically Disadvantaged	2009-2010	24	23	96	39	55	62	4	35	30	30			
	2010-2011	31	31	100	65	62	58	10	55	35	<1			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	11	10	91	10	39	38	<1	10	10	80			
	2010-2011	4	4	100		26	34							
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2011-2012 NCLB Report Card



School: Line Elementary
SAU: RSU 57/MSAD 57
Grade: 04



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	45	45	100	69	67	67	9	60	22	9	44	1	
	2010-2011	59	57	97	67	67	67	18	49	18	16	56	1	0
Female	2009-2010	22	22	100	82	74	71	14	68	18	<1			
	2010-2011	29	29	100	76	72	72	24	52	17	7			
Male	2009-2010	23	23	100	57	61	63	4	52	26	17			
	2010-2011	30	28	93	57	62	63	11	46	18	25			
Caucasian/White	2009-2010	41	41	100	68	67	68	10	59	24	7			
	2010-2011	58	56	97	66	67	68	18	48	18	16			
African American/Black	2009-2010	2	2	100			43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	1	1	100			54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	2	2	100			64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	22	22	100	50	52	56	<1	50	36	14			
	2010-2011	30	30	100	53	55	56	<1	53	23	23			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	9	9	100		38	34							
	2010-2011	12	10	83	<1	19	29	<1	<1	20	80			
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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School: Line Elementary
SAU: RSU 57/MSAD 57
Grade: 05



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	62	61	98	75	71	72	11	64	20	5	61	0	
	2010-2011	47	47	100	70	66	70	6	64	17	13	46	1	0
Female	2009-2010	32	32	100	84	77	78	16	69	16	<1			
	2010-2011	24	24	100	83	73	75	4	79	13	4			
Male	2009-2010	30	29	97	66	63	67	7	59	24	10			
	2010-2011	23	23	100	57	58	66	9	48	22	22			
Caucasian/White	2009-2010	61	60	98	75	71	73	10	65	20	5			
	2010-2011	41	41	100	71	66	71	7	63	17	12			
African American/Black	2009-2010	0	0				57							
	2010-2011	2	2	100			48							
Hispanic	2009-2010	0	0				70							
	2010-2011	1	1	100			65							
Asian or Pacific Islander	2009-2010	1	1	100			73							
	2010-2011	1	1	100			68							
American Indian or Native Alaskan	2009-2010	0	0				62							
	2010-2011	1	1	100			65							
Economically Disadvantaged	2009-2010	21	20	95	80	60	62	10	70	20	<1			
	2010-2011	27	27	100	59	58	60	4	56	22	19			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	11	11	100	36	31	36	<1	36	36	27			
	2010-2011	9	9	100		30	34							
Limited English Proficient	2009-2010	0	0				49							
	2010-2011	0	0				46							

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School: Line Elementary
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Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	59	57	97	70	67	62	14	56	18	12	57	0
	2010-2011	56	56	100	75	68	61	20	55	18	7	55	1
Female	2009-2010	30	30	100	70	63	61	13	57	13	17		
	2010-2011	27	27	100	67	67	59	15	52	22	11		
Male	2009-2010	29	27	93	70	71	63	15	56	22	7		
	2010-2011	29	29	100	83	68	64	24	59	14	3		
Caucasian/White	2009-2010	59	57	97	70	68	63	14	56	18	12		
	2010-2011	51	51	100	78	69	63	22	57	16	6		
African American/Black	2009-2010	0	0				31						
	2010-2011	1	1	100			30						
Hispanic	2009-2010	0	0				52						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	1	1	100			59						
Economically Disadvantaged	2009-2010	24	23	96	70	57	50	<1	70	17	13		
	2010-2011	31	31	100	65	58	49	10	55	26	10		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	11	10	91	30	30	33	<1	30	40	30		
	2010-2011	4	4	100		30	35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	45	45	100	64	64	62	16	49	13	22	44	1
	2010-2011	59	56	95	71	65	60	14	57	23	5	55	1
Female	2009-2010	22	22	100	68	67	62	18	50	14	18		
	2010-2011	29	29	100	76	63	60	14	62	21	3		
Male	2009-2010	23	23	100	61	61	63	13	48	13	26		
	2010-2011	30	27	90	67	67	61	15	52	26	7		
Caucasian/White	2009-2010	41	41	100	68	65	63	17	51	12	20		
	2010-2011	58	55	95	71	65	61	15	56	24	5		
African American/Black	2009-2010	2	2	100			36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	1	1	100			48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	2	2	100			49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	22	22	100	50	56	50	9	41	18	32		
	2010-2011	30	29	97	59	53	48	3	55	38	3		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	9	9	100		50	36						
	2010-2011	12	9	75		23	31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

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Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	62	61	98	70	71	64	21	49	13	16	61	0
	2010-2011	47	47	100	55	59	61	11	45	17	28	46	1
Female	2009-2010	32	32	100	78	71	64	25	53	6	16		
	2010-2011	24	24	100	58	59	61	8	50	21	21		
Male	2009-2010	30	29	97	62	69	64	17	45	21	17		
	2010-2011	23	23	100	52	58	61	13	39	13	35		
Caucasian/White	2009-2010	61	60	98	70	71	65	22	48	13	17		
	2010-2011	41	41	100	59	59	62	10	49	15	27		
African American/Black	2009-2010	0	0				37						
	2010-2011	2	2	100			32						
Hispanic	2009-2010	0	0				55						
	2010-2011	1	1	100			48						
Asian or Pacific Islander	2009-2010	1	1	100			67						
	2010-2011	1	1	100			59						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	1	1	100			60						
Economically Disadvantaged	2009-2010	21	20	95	85	64	51	15	70	5	10		
	2010-2011	27	27	100	44	56	47	4	41	22	33		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	11	11	100	27	36	34	<1	27	9	64		
	2010-2011	9	9	100		23	30						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				34						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Line Elementary
SAU: RSU 57/MSAD 57
Grade: 05



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Group	Science Assessment Data																														
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																			
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																		
All Students																															
	2010-2011	43	43	100	60	57	64	5	56	28	12	42	1																		
Female																															
	2010-2011	21	21	100	67	61	64	5	62	19	14																				
Male																															
	2010-2011	22	22	100	55	52	65	5	50	36	9																				
Caucasian/White																															
	2010-2011	37	37	100	65	57	66	5	59	30	5																				
African American/Black																															
	2010-2011	2	2	100			32																								
Hispanic																															
	2010-2011	1	1	100			50																								
Asian or Pacific Islander																															
	2010-2011	1	1	100			68																								
American Indian or Native Alaskan																															
	2010-2011	1	1	100			58																								
Economically Disadvantaged																															
	2010-2011	22	22	100	45	53	53	5	41	36	18																				
Migrant																															
	2010-2011	0	0																												
Students with Disabilities																															
	2010-2011	8	8	100		11	36																								
Limited English Proficient																															
	2010-2011	0	0				36																								

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School: Line Elementary
SAU: RSU 57/MSAD 57
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 100 M: 99	E: 99 M: 99	73	E: 69 M: 67	E: 69 M: 70	98	E: 100 M: 99	E: 99 M: 99	68	E: 64 M: 61	E: 61 M: 61	95	95	95
Caucasian/White	99	E: 100 M: 99	E: 99 M: 99	73	E: 69 M: 66	E: 70 M: 71	98	E: 100 M: 99	E: 99 M: 99	69	E: 64 M: 62	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	100	E: 100 M: 99	E: 99 M: 99	64	E: 60 M: 56	E: 58 M: 58	99	E: 100 M: 99	E: 99 M: 99	57	E: 54 M: 50	E: 48 M: 47			
Students with Disabilities	*	E: 98 M: 96	E: 98 M: 98	15	E: 29 M: 20	E: 33 M: 30	*	E: 97 M: 96	E: 98 M: 98	4	E: 26 M: 20	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Line Elementary
SAU: RSU 57/MSAD 57



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	5	3	4	0	4	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.